

Module 7

Data Presentation

COSC 661

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Needs Assessment for Teachers



The purpose of this needs assessment was to touch base with teachers and see how the guidance counselors can support the students and teachers within the classroom.



The Needs Assessment was created using Google Forms and emailed to all the elementary teachers. The data gathered from the needs survey will guide counselors in planning.

Survey

What Social Skills do you feel are most important for your grade level?

Which Academic Skills would be most beneficial for your grade level?

Which Career Skills would be most beneficial for your grade level?



Counseling Needs Assessment

Hello Teachers,

Please rank the following questions with your top 3 choices based on student and teacher supports in the classroom.

 bzehner@culver.k12.in.us (not shared) [Switch account](#)



* Required

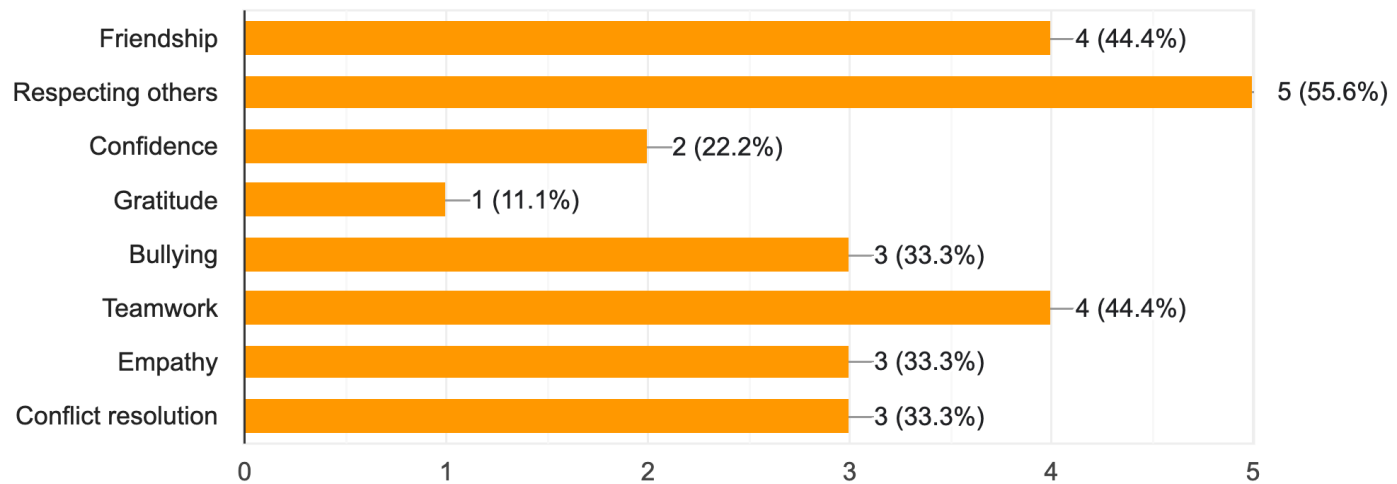
Grade Level *

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ Pre-

Survey results

What Social Skills do you feel are most important for your grade level?

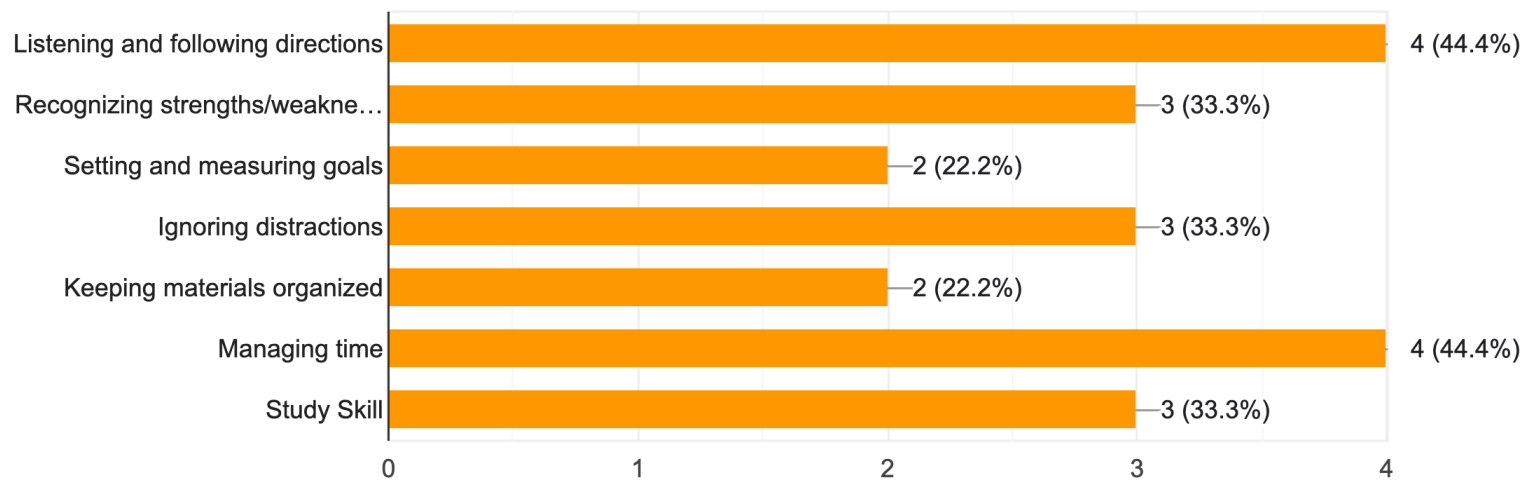
9 responses



Survey results

Which Academic Skills would be most beneficial for your grade level?

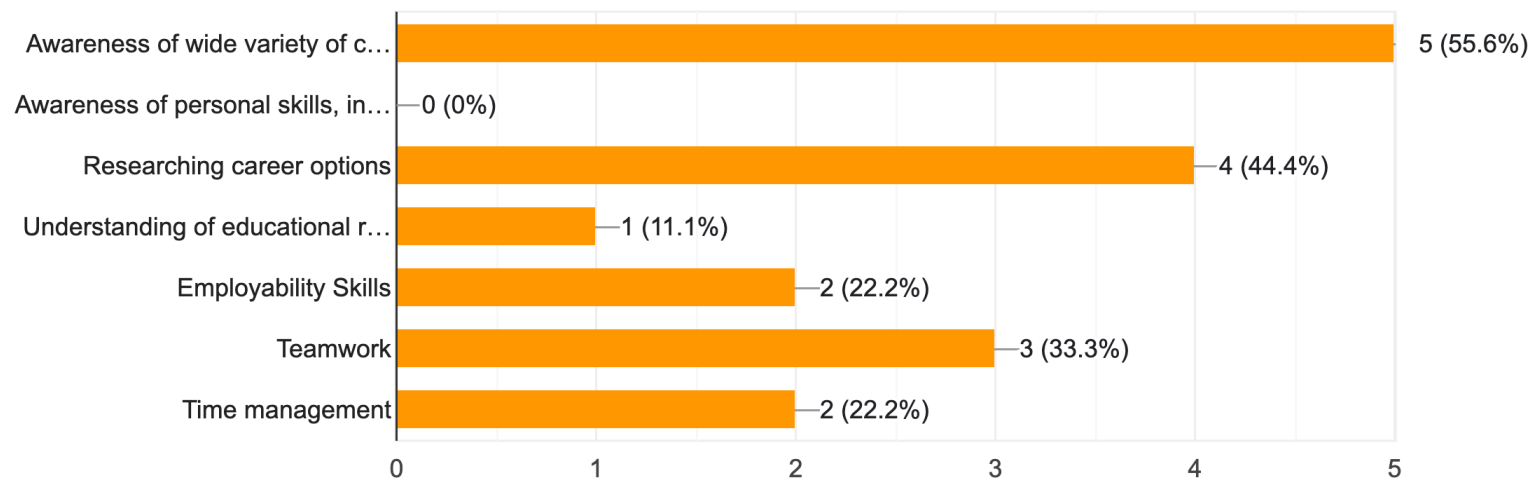
9 responses



Survey results

Which Career Skills would be most beneficial for your grade level?

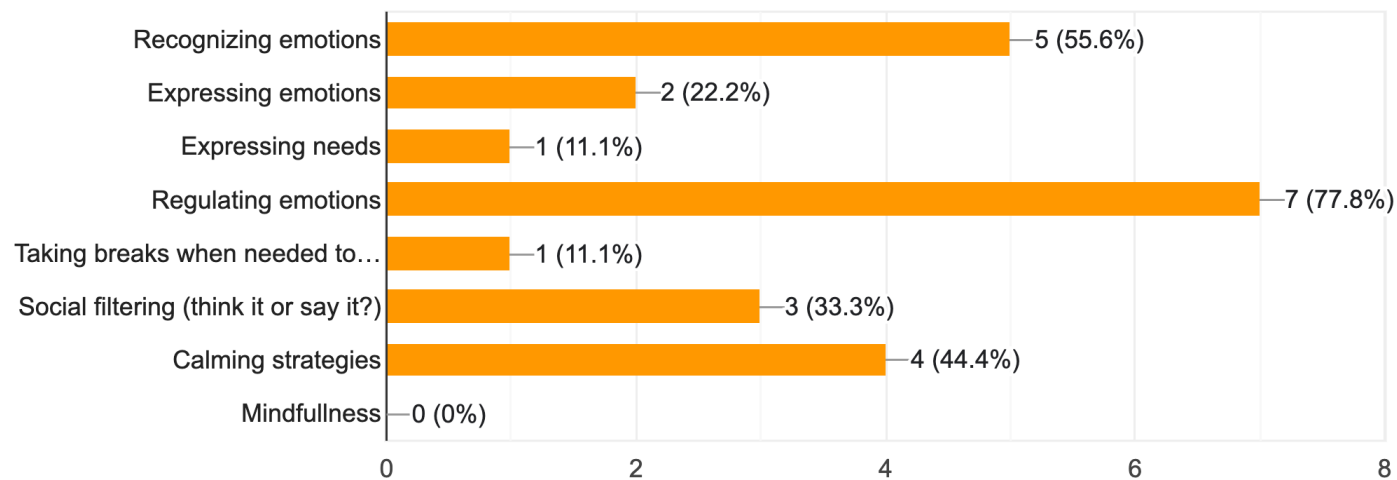
9 responses



Survey results

Which Emotional Skills would be most beneficial for your grade level?

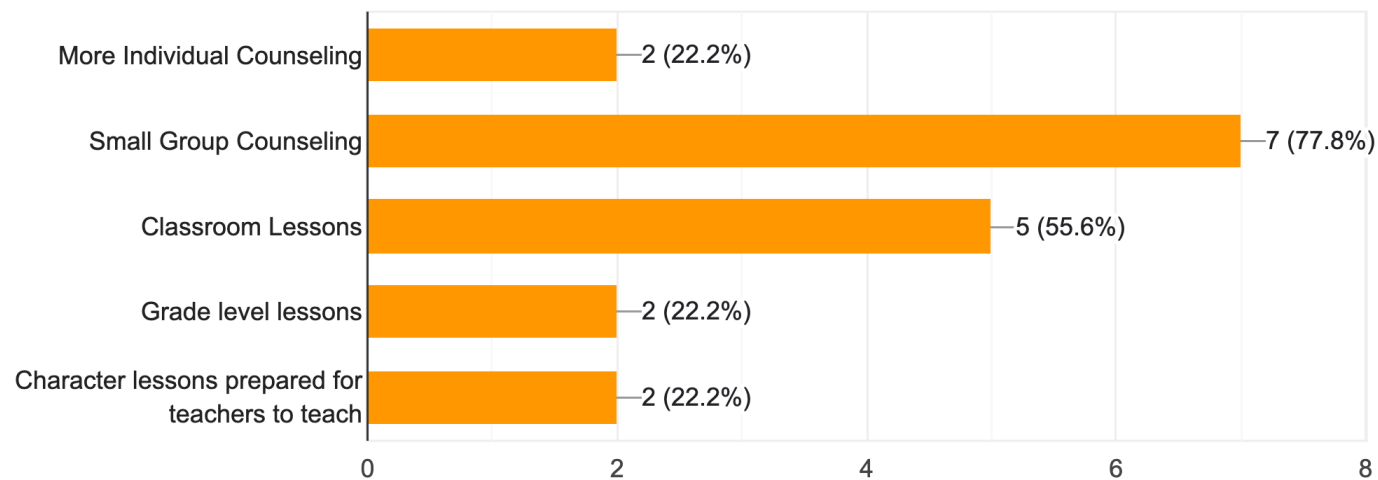
9 responses



Survey results

How can School Counselors best support the students in your classroom?

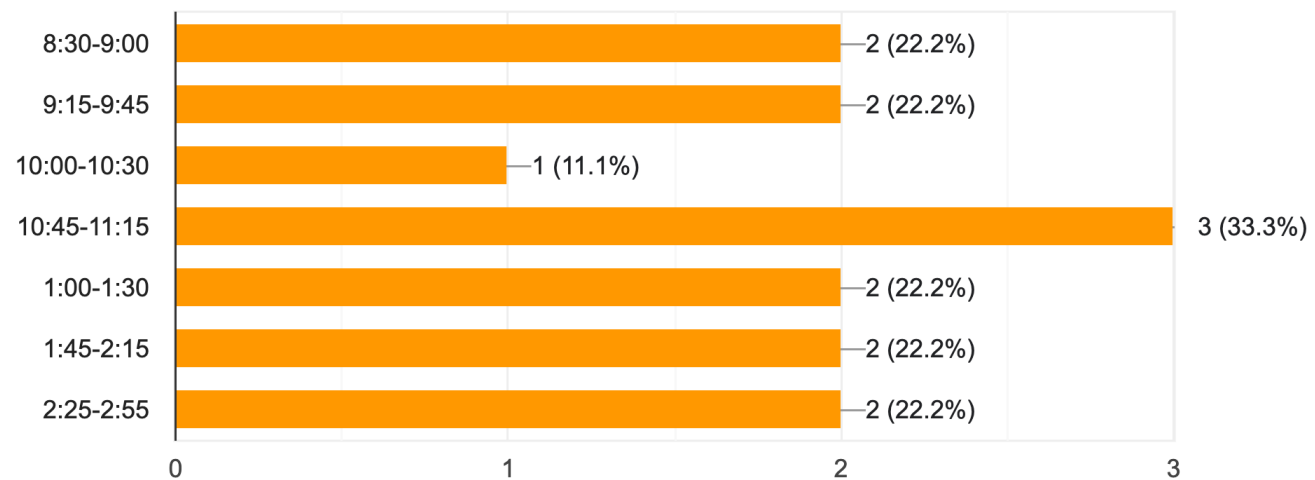
9 responses



Survey results

What time of day works best for your grade level to have guidance lessons?

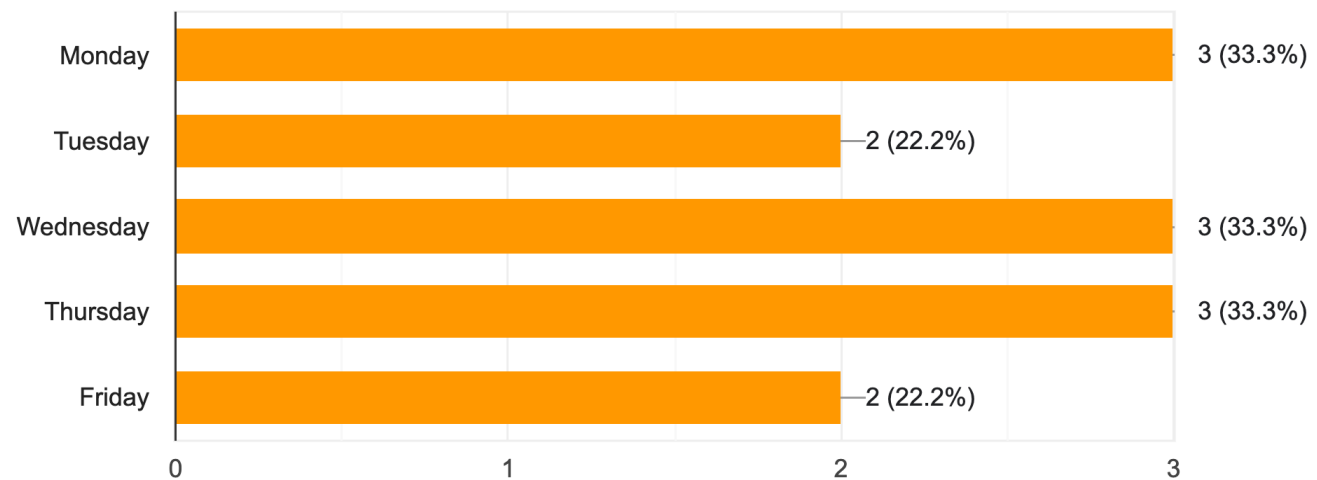
9 responses



Survey results

What day of the week works best for your grade level to have guidance lessons?

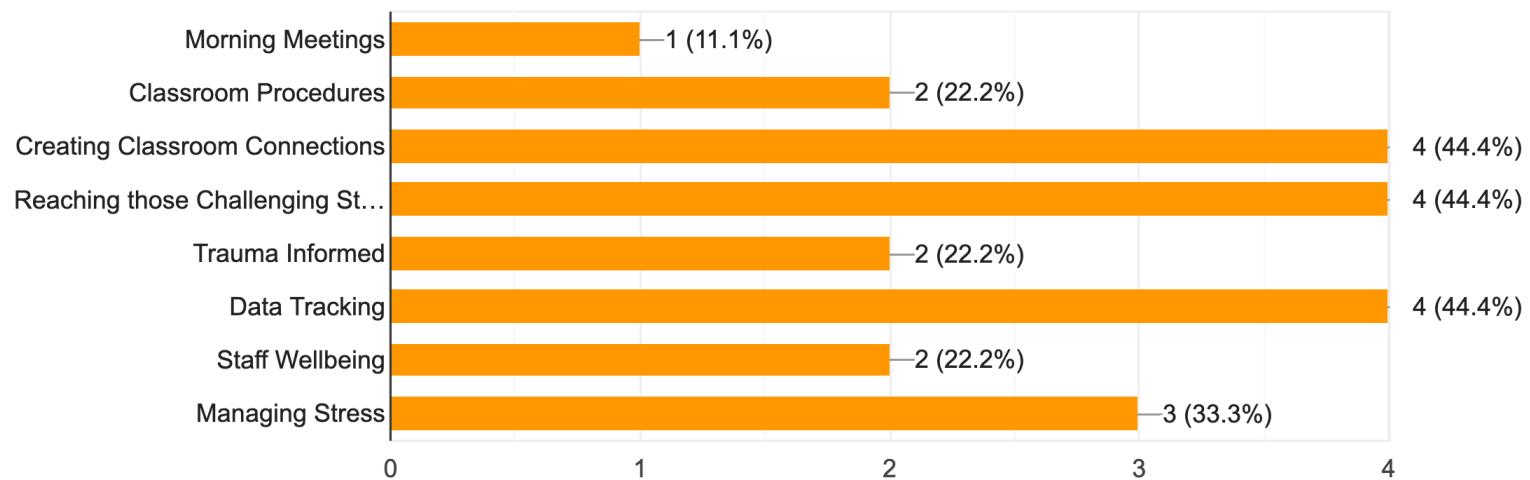
9 responses



Survey results

Which Professional Developments would be most beneficial for your grade level?

9 responses



Interpretation of results

What are your 2-3 major takeaways?

Social Emotional Learning- Students need guidance lessons for:

- Respecting others
- Friendship
- Recognizing and regulating emotions

Academic Support- Students need guidance lessons for:

- Listening and following instructions
- Organizational Skills

College and Career Readiness

- Awareness of a wide variety of career options
- Researching career options

Interventions for addressing the need

Direct student services

1. Classroom guidance lessons that address the needs of student social and emotional needs focusing on recognizing and regulating emotions, academic skills including following instructions, and college and career readiness skills.
2. Smalls groups services that support a deeper understanding of those social emotional skills including recognizing and regulating emotions for those students who do not master these skills in pre/post-tests and whole group classroom lessons.
3. Individual counseling supports for those students who are still struggling with social emotional skills.

Indirect student services

1. Collaborate with teachers to create goals and provide support in the classroom within counselor's role.
2. Check in with staff to ensure student needs are being met by the guidance department within the counselor's role.
3. Gather and utilize data to assess the effectiveness of classroom, small group, and individual tiered supports.

Systemic Focus

School/system policies or practices that could potentially create or maintain inequities that are relevant to this goal:

- Frequent suspensions due to students being unable to regulate their emotions.
- Teacher bias and burnout
- Counselor role confusion

Strategies that could influence systemic change related to this goal: CASEL (2022) states that SEL education is most effective at the classroom level. Making Tier 1 systems most important.

- Tier 1 guidance lessons that focus on topics such as recognizing and regulating emotions, making and keeping friends, respect, and following instructions.
- Tier 2 supports in small group that focus on students who did not master classroom guidance lessons based on data gathered from pre/post tests.
- Tier 3 supports utilizing individual counseling as needed.
- Advocate for the School Counseling profession.

Implementation plan and how you will assess for effectiveness

Participation data

- Initial data was gathered from a teacher needs assessment survey completed by classroom teachers via Google Forms. Counselors will also utilize data obtained from pre/post tests given to students after guidance lessons, needs assessment surveys, observations, and referrals.

ASCA Mindsets and Behavior data

- Students will be assessed on Mindsets and Behavior Standard mastery using pre/post-test assessments that correspond with classroom guidance lessons. Mastery is a score of 80% or higher on the assessments. If students do not show mastery they will be provided Tier 2 or 3 interventions.

Outcome data

- Will be assessed in October and again in April of the same school year to determine program effectiveness. The school counselor will gather all the data from above along with needs assessment surveys to determine program effectiveness.

ASCA Mindsets and Behaviors

- B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
- B-SS 3. Positive relationships with adults to support success
- B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
- B-SMS 7. Effective coping skills
- B-SMS 2. Self-discipline and self-control
- B-SMS 1. Responsibility for self and actions
- B-LS 3. Time-management, organizational and study skills

Announce

According Dameron et al. (2021), "School counselors analyze both school and counseling program data do determine "how students are different as a result of the school counseling program" (ASCA, 2022). School Counselors have a responsibility to share findings with stakeholders.

1. Teachers and Administrators will be informed of the data outcome and plan during a Friday staff meeting via a data presentation.
2. Parents and Community Members will be informed through Parent/Teacher Conference night. The School Counselor will set up an informational table with a brochure showing the data gathered and the plan to address teacher/student needs.
3. Students will be informed of gathered data and plan to address student needs during a guidance classroom lesson.

Use of Data to Advocate for Programs and Students

After gathering multiple sources of data, the school counseling program has assessed three major needs to better service our teachers and students. First need is social emotional learning in recognizing and regulating emotions, friendships, and respecting others. Second need is Academic skills in listening and following instructions and organizational skills. Third need is in Career and College Exploration, students need more exposure to a wide variety of career options. These needs are within the scope and sequence of a School Counselor's role. According to research from Chandler et al. (2017) school counselors are often given non-counseling duties and support tasks that take away from the effectiveness of the counseling program and counseling duties. Counselors are better able to service students and support staff if they work within their scope and sequence of the counselor role.

References

- ASCA Student Standards: Mindsets and Behaviors for Student Success. (2022). *American School Counselor Association*.
- CASEL. (2022, May 26). *What does the research say?* Retrieved August 31, 2022, from <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>
- Dameron, M. L., Perry, J., Saunders, R., & Foxx, S. P. (2021). The Impact of Training in Action Research on School Counseling Students' Data Attitudes and Data Self-Efficacy. *Journal of School Counseling, 19*(56).
- Jan W. Chandler, Joy J. Burnham, Morgan E. Kiper Riechel, Carol A. Dahir, Carolyn B. Stone, Darrel F. Oliver, Amy P. Davis, & Kenya G. Bledsoe. (2017). Assessing the Counseling and Non-Counseling Roles of School Counselors. *Journal of School Counseling, 16*(7).